

Founding Period Establishing The Country We Know Today

Democracy & Authority:

Democracy and Authority Class 2 (Democracy and Authority Founding Doctor.pptx)

- Federalists promoted a strong national government, there is more to fear about democracy than authority. Federal government expresses freedom, it is not the enemy.
- The First National Bank was proposed by Alexander Hamilton in an effort to stabilize national credit. Hamilton used the elastic clause to prove that the government had the power to create a national bank.
- The Whiskey rebellion was an uprising of Pennsylvania farmers who refused to pay a tax on whiskey. George Washington sends troops into PA to put the uprising down. Shows the strength and efficiency of the federal government.
- Alien and sedition acts of 1798 were passed due to a fear that the French would go to war with the United States. The acts gave the president the power to deport foreigners and restricted people from criticizing the government. Acts NEVER went to Supreme Court. States vs Federal government, who should have more power?
- Marshal court: John Adams appointed John Marshall to be the Chief Justice of the Supreme Court
 - Marbury v. Madison: Marbury had the right to his commission, but the court did not have the power to force Madison to deliver the commission. Gave the Supreme Court Judicial Review, which is the ability to have the final say in the judgment of cases.
 - McCulloch v. Maryland: Congress does have the power to make a national bank. Confirmed Hamilton's view of the Elastic Clause as "implied powers"
 - Gibbons v. Ogden: Steamboat contracts of New York, vs Congress. The case confirmed that federal law supersedes state law.

Equality & Hierarchy:

Abolition:

- Before the American Civil War, Abraham Lincoln and other leaders of the anti-slavery Republican Party sought not to abolish slavery but merely to stop its extension into new territories and states in the American West.
- In November 1860, Lincoln's election as president signaled the secession of seven Southern states and the formation of the Confederate States of America. Shortly after his inauguration in 1861, the Civil War began.
- January 1, 1863-President Lincoln formally issued the Emancipation Proclamation, calling on the Union army to liberate all slaves in states still in rebellion as "an act of justice, warranted by the Constitution, upon military necessity."

Abolitionists:

Fredrick Douglas:

Once Fredrick Douglass escaped slavery, he felt the need to advocate for the freedom of all slaves. He published *The North Star*, a newspaper in Rochester, New York. Douglass's goals were to "abolish slavery in all its forms and aspects, promote the moral and intellectual improvement." **Unit Three Equality and**

Hierarchy: Class 4 (Abolition BK) & Class 5 (Abolitionists)

Economic History:

Hamilton vs. Jefferson:

Economic History: Class One

Foreign Policy:

Monroe Doctrine (Class 2): Both an isolationist and interventionist viewpoint that warned Europe to stay out of the Americas because the United States intends on colonizing them.

Manifest Destiny (Class 3): It is our duty from God to expand westward to take over all of North America, from the East coast to the West Coast.

Native American Removal (Class 4):

- Dakota: Wanted to peacefully coexist with the United States, forced to sign unfair treaties, and were put on reservations. Those reservations did not hold up the agreements of the already unfair treaty, which was that they would be provided food and water. "Let them eat grass"
- Lakota: The Lakota were a warrior tribe who fought back against westward expansion. The Americans killed their buffalo, built forts, and took their land through treaties.
- Nez Perce: The tribe saved Louis and Clark from dying on their exploration trip. Signed treaties and passively resisted until they were told to move to a reservation. Government scammed them out of their land, and the whole tribe began to run away to Canada. They failed, and were eventually moved into a reservation.

Antebellum/Civil War (Mary and Leo)

The road to a divided nation

Andrew Jackson (*Democracy & Authority: Jacksonian era packet*)

Spoils system: Jackson replaced people in office with people *he* believes would be good for the country (not necessarily the people's opinion)

Indian removal: Federal government recognized the tribes independence - no jurisdiction, however Jackson ignored supreme court and convinces Congress to pass the Indian Removal Act, sending them West (trail of tears)

The bank veto: Jackson vetoed the national bank in an attempt to convey to the people that he was on their side, which eventually lead to an economic crisis

Nullification Crisis: "The Tariff of Abominations" targeted agricultural lifestyle - it raised the costs of farmers purchases and reduced their volume of exports. South Carolina claimed the right to nullify a federal law, and refused to abide the tariff. Jackson threatened with violence and fighting ensued until the civil war. Underlying issue for Southerners: if the Government could pass this law despite unpopularity, they could abolish slavery.

Civil war

Northwest Ordinance (2.8)

1787: This dictated how a territory became a state. When the population reached 5,000, the residents could elect their own assembly, although the governor would retain absolute veto power. When 60,000 settlers resided in a territory, they could draft a constitution and petition for full statehood. The ordinance provided for civil liberties and public education within the new territories, but did not allow slavery.

Missouri Compromise 1820 (2.6)

The 36° 30' line was a boundary between slave states and free states (amendment). In 1820 Missouri submitted a request for admission into the union as a slave state- this threatened the peace/balance of slave states to free states. In order to keep peace: congress passed a compromise that granted missouri's admission into the union as a slave state but ALSO admitted Maine as a free state

Compromise of 1850 (2.8)

There was 5 separate bills that tackled the admittance of territory into the US, as well as slavery. California entered as a free state, even though it clearly disregarded the 36° 30' line. With the bills, let new territories decide for themselves whether they wanted to be pro-slavery or anti-slavery. One of the bills were the Fugitive Slave act, and another was how slave trade abolished in Washington DC.

Fugitive Slave act 1850 (2.6)

This was a federal law that allowed for the capture of runaway slaves within the boundaries of the US, which had heavy punishments for people aiding and abetting fugitive slaves.

Kansas Nebraska Act 1854 (2.6)

This was a proposed act by Stephen A Douglas (democrat) of Illinois to overturn the Missouri Compromise's use of latitude as the boundary between slave and free territory, and allowed the new territories of Kansas and Nebraska to decide whether they wanted to be a slave or free state (this is popular sovereignty). This Created violent conflicts between proslavery and antislavery.

Bleeding Kansas 1854-1861(2.6)

Missourians crossed the border for the upcoming vote on whether the state was to become pro-slavery or anti-slavery (popular sovereignty due to Kansas Nebraska Act), and small armies began to form as well as battles between them. Conflicts occurred between pro slavery missourians vs. Anti Slavery Group led by John Brown - they murdered pro slavery settlers. Kansas rejected the pro slavery idea despite the conflicts that lasted until 1861

John Brown's Raid 1859 (2.6)

John Brown was an abolitionist who believed that the only way to end slavery was through war, and attempted to spark a slave rebellion by leading a group of 16 white men and 5 black men on a raid in VA. He freed slaves and took hostages, but was put down by a combination of local militias and US Marines. He was Taken prisoner, found guilty, killed for treason and considered a martyr in the North but NOT in the South, because they saw him as the leader of a violent anti-slavery northern conspiracy.

Dred Scott Decision 1857 (2.6)

He was an enslaved African American who was taken into a free state's territory and attempted to sue his owner for his freedom. This was taken to SCOTUS, who ruled against him by establishing that African Americans (enslaved or free) could not be American citizens and therefore had no power to sue in federal court. The SCOTUS claimed that they didn't have the jurisdiction because the federal government didn't have the power to regulate slavery in the added federal territories

Popular sovereignty 1854 (2.6)

A democratic idea that a state and its government is created by the consent of its people, thus people of the state should vote on decisions on how the government operates. This was a pre-Civil War doctrine that asserted the right of the people living in a newly organized territory to vote on state legislatures, such as voting on whether or not slavery would be permitted in said state.

Economic History (4)

Industrial revolution (4.9)

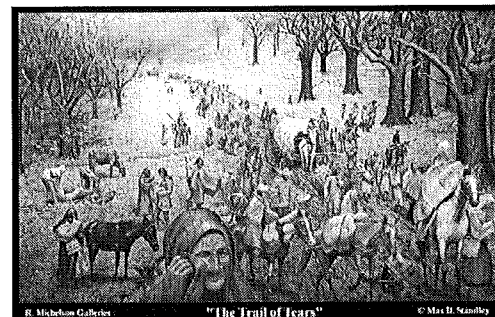
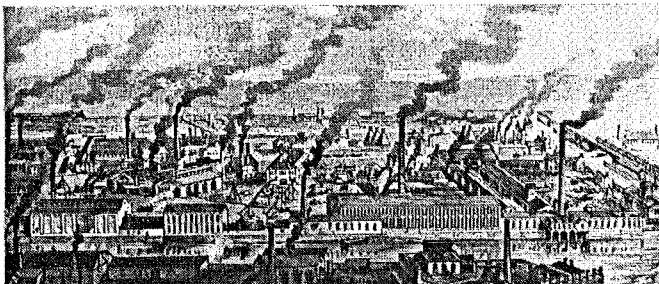
The key sources were natural resources (coal, iron, wood), capital, labor, ingenuity, huge domestic market, government policy and ideology (the self made-man). It completely revolutionized American economy as it went to be largely reliant on the industrial aspect instead of agricultural. Major "Captains of Industry" emerged such as J.P Morgan, Gustavus Swift and Andrew Carnegie.

The transportation revolution (4.9)

Railroads: Mass production, mass marketing and mass consumption. It provided opportunities for individuals through the creation of jobs as well as transportation. With railroads and trains, people weren't restricted to one area and towns popped up along the tracks and trading bloomed.

Immigration (4.9)

European immigrants came to the U.S. for the "American Dream" and became a large part of the workforce with the developing factories etc.



This picture on the left depicts the industrial revolution which was a huge economic and lifestyle change. The picture on the right shows the Trail of Tears which was part of the Indian Removal Act during Andrew Jackson's presidency which pushed them West.

Has the United States government succeeded in the meeting the needs of the people?

- The federal government attempted to tackle the issues people faced however they could never make everyone happy. It gave people more of a voice in government through popular sovereignty, Kansas Nebraska Act, the Missouri Compromise and the Compromise of 1850 but also went against people through the Dred Scott case (just African Americans), Indian Removal Act (white people were happy, but not NA), spoils system and the Nullification crisis. Overall, the government did not successfully meet the needs of the people as many struggled throughout this time period, especially minorities.

Reconstruction: "You can stop slavery, but it you can't stop racism."

Democracy and Authority:

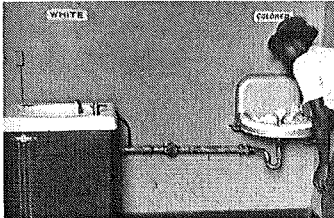
- **13th Amendment:** Abolished Slavery (*source: reconstruction plans powerpoint slide 3 class 11*)
- **14th Amendment:** Defines citizenship, saying that anyone born in the US is given rights like due process regardless of their race. Ensured that all people would be protected. (*source: reconstruction plans powerpoint slide 22-24 class 11*)
- **15th Amendment:** Gave all races including African Americans the right to vote. (*source: reconstruction plans powerpoint slide 26 class 11*)
- **Black Codes:** The black codes were anti-black laws passed by southern states to regulate the lives of former slaves. They allowed blacks certain rights however still denying them many, alluding to their ultimate inferiority (*source: Reconstruction plans powerpoint slide 17 class 11*)
- **Voting Restrictions:** These were implemented by some Southern state governments after the passing of the 15th amendment in order to inhibit African Americans right to vote. Methods used include: (*source: Reconstruction plans powerpoint slide 26 class 11*)
 - **Literacy test:** Citizen's had to take and pass a literacy and reading test in order to vote. Restricted African Americans as many former slaves had not been educated.
 - **Poll taxes:** Citizens had to pay a fee in order to vote. Restricted African Americans as many former slaves were not employed.
 - **Property taxes:** Citizens were forced to show proof land ownership with property taxes. Restricting African Americans many former slaves did not own land.
- **Lincoln's 10% plan/Johnson/Congressional Plan:** plans for how to address southern reconstruction/readmittance

	Lincoln's 10%	Johnson	Congress
Terms of reincorporation	-10% of the population of each southern state had to swear loyalty to the US. -southern states could set up new gov. on their own as long as all slave were freed -Wade Davis Bill - 50% of white males need to take loyalty pact	-Federal gov. would appoint provisional governors in southern states -governors would call state conventions, elected by whites alone, that would establish loyal governments in the South -had to abolish slavery, repudiate secession, and refuse to pay the Confederate debt - other than the above requirements, granted the new government free hand in managing local affairs.	-Reconstruction Act of 1867: South split up into 5 military districts, each with appointed military governor -Had to ratify 13th and 14th amendment -Congress had to approve new state constitutions
Treatment of former confederates	-all confederate soldiers would be pardoned except high ranking officials	-pardoned nearly all white southerners who took oath of allegiance -Excluded confederate leaders and wealthy planters whose pre-war property had been valued at more than \$20,000 (later offered personal exemptions)	-confederate leaders who held office prior to the lost their vote and were barred from office
Treatment of African Americans	-nothing beyond being granted freedom... <i>you are free but the rest is up to you.</i>	-Slavery is ended, what else do they need? -Unlike Lincoln, explicit racism here... -First to use "reverse racism"... <i>no one ever gave the white guy something for free</i>	-Blacks men given the right to vote under the 15th amendment

Sources: Reconstruction Powerpoint slides 7 and 16 (class 13)

- **Freedman's Bureau:** A federal agency designed to aid the poor, ensure equal treatment of workers, and distribute abandoned land to former slaves (*source: reconstruction plans powerpoint slide 8 class 11*)
- **Impeachment of Johnson:** Johnson violated the Tenure of Office Act of 1867 and was subsequently impeached by the Senate furthering the schism between the senate and the president. He was eventually acquitted. (*source: reconstruction plans powerpoint slide 29 class 11*)

- **Compromise of 1877:** The results of the 1876 presidential election between Republican Rutherford B. Hayes and Democrat Samuel J. Tilden were too close to call so the federal government came to a decision that Hayes would become president as long as he promised to appease the democrats and pull troops out of the South, who had been stationed there to ensure peace between the races, and as long as he promised to leave it up to the Southern states to grant their citizens rights (*sources: Reconstruction reading p. 470 and reconstruction plans powerpoint slide 32 both class 11*)
- **Jim Crow Laws:** State and local laws enforcing segregation. Made life for African Americans a daily battle, forced them to wear a metaphorical mask and not act as their real selves. Lasted 80 years. (*source: Remembering Jim Crow audio recording class 14*)



→ An African American man is forced to use a different water fountain as a part of the Jim Crow Laws.

Supreme Court Cases

- **Slaughter-House Cases:** When a butcher was given monopoly of all business in Louisiana, Other butchers sued saying that the state was denying them of their natural right to earn a living (14thA). The federal court won, saying that it was not the job of the federal court to determine if a state is denying its citizens rights. This means that states could now pass laws against the federal government and get away with it. (*sources: Reconstruction Democracy v. Authority Packet, Class 13*)s
- **U.S. v. Cruikshank:** Black political rally was broken up with violence by white people to which African Americans sued saying they were being denied their 14th and 15th amendment. The court denies this because it couldn't be proved that the dispute was over race and because the white individuals had the right. This now enables the KKK because they are a group of individuals.
- **U.S. v. Reese:** Black man goes to vote but is turned away. He then sues because this broke the 15th amendment but he lost because the court said there wasn't any hard evidence to prove he was denied to vote because of his race.
- **Plessy v. Ferguson:** The Law was passed in 1896 and supported racial segregation in public facilities. African Americans and white were to be "separate but equal"

Equality and Hierarchy:

- **De facto v. De jure segregation:** De facto = created and enforced by people/society. De jure = created and supported by gov. (*source: Class 26 Boston Busing Video Guide*)
- **KKK:** Began threatening and committing violence on black citizens for exercising their newly acquired rights (*source: Class 12 reconstruction packet p. 469*)
- **Lynching:** Popular method of whites (particularly in the south) for punishing blacks who attempted to combat Jim Crowism and racial hierarchy. "Were like picnics" for some whites, they would bring blankets and their kids to watch and blacks couldn't do anything about it. (*source: Remembering Jim Crow Video Guide, Reconstruction Democracy v. Authority packet, Tues. 11/10*)
- **Sharecropping:** Blacks rent land from white farmers. Planters were always in debt to to owners. Was like slavery. Even if planters didn't owe anything, when the white owner asked for money, the black man wouldn't challenge for fear of being killed. (*source: Remembering Jim Crow Video Guide, Reconstruction Democracy v. Authority packet, Tues. 11/10*)

→ African Americans pick cotton on land that is not there own in order to pay off debts and survive.



Has the government succeeded in meeting the needs of the people?

No, the United States government did not sufficiently meet the needs of all citizens because it did not successfully help African Americans. Although it passed amendments to give more rights, and tried to aid people, it did not do enough to end institutionalized racism in the nation.

Gilded Age

Democracy and Authority

- **Pools/Trusts:**
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- **Boss Tweed and Tammany Hall:**
 - William M. Tweed, known as Boss Tweed became head of Tammany Hall, New York City's powerful democratic political machine. One scheme, the construction of the New York County Courthouse, involved extravagant graft. The project cost taxpayers 13 million, while the actual construction cost 3 million. The difference went into the pocket of Tweed and his followers.

Economic History

- **Robber Barons vs. Captains of Industry:**
 - Robber barons were accused of eliminating competition through predatory pricing and then overcharging when they had a monopoly.
- **Andrew Carnegie:**
 - Andrew Carnegie envisioned Carnegie Corporation of New York as a foundation that would "promote the advancement and diffusion- text
- **Gospel Wealth:**
 - Was an article written by Andrew Carnegie. Its purpose was to describe the responsibility of the upper class, primarily the upper class that's worth is self acquired. Carnegie also discussed his ideas of how to deal with wealth, and responsible spending.
- **Homestead Strike:**
 - The "Homestead Strike" occurred at a steel mill run by Henry Clay Frick, located in Homestead Pennsylvania. The strike was a result of Frick lowering the workers' wages and breaking their union. A gunfight between the Pinkerton guards and the strikers resulted in the guards retreating from the crowd. Many strikers were put on trial for numerous crimes, some for murder. – Robber Barons and Rebels
- **John D. Rockefeller:**
 - He was the co-founder of Standard Oil Company
- **Big Business: Monopolies, vertical and horizontal integration:**
 - Vertical is where you buy all parts of the business, and horizontal is where you buy all of the competition.
- **Populism & the Populist Party-Platform:**

- "Text"

Foreign Policy

Spanish American War

- **Social Darwinism**
 - The idea that groups of people follow the same rules of natural selection as plants and animals. Which is the idea that the strongest of the species will survive, and the weakest of the species will die. – Acquiring New Lands
- **The USS Maine**
 - The USS MAINE was one of the first United States battleships to be constructed. The vessel's destruction in the Cuban Harbor of Havana was a catalyst in bringing war between the United states and Spain
- **Yellow Journalism**
 - Newspaper stories that are not necessarily true to make the stories seem more appealing to the public. Used to increase paper circulation prior to the Spanish-American war by exaggerating misdeeds of Spain prior to the war.
- **US investment in Cuba**
 - American capitalists began investing millions of dollars in large sugarcane plantations on the island
- **Treaty of Paris**
 - The United states and Spain signed an armistice, a cease fire agreement on August 12 ending the little war.
- **President McKinley**
 - When president McKinley took office in 1897, demands for American intervention in Cuba were on the rise. Preferring to avoid war with Spain, McKinley tried diplomatic means to resolve the crisis. He was criticized from the de Lome letter calling him "weak" and a "bidder for the admiration of the crowd". McKinley also asked congress for authority to use force against Spain after the U.S.S. Maine.
- **Philippines, Cuba, Guam, Puerto Rico**
 - We went to help by fighting the Spanish but we ended up staying and occupying after the conflict.

Progressive Era

Government for the People

Democracy and Authority

Progressive Party Platform- Called for tariff reform, stricter regulations on industry, women's suffrage, and prohibition on child labor.

Initiative/Referendum/Recall

Initiative: Citizen proposed law

Referendum: Popular vote on possible legislation

Recall: Popular vote by the people to remove an elected official from office

Women's Suffrage (19th Amendment)- Women received the constitutional right to vote on August 18th, 1920

Sources: [Link 1](#)

Equality and Hierarchy

Booker T. Washington - believed African Americans should advance through vocational education and effort instead of seeking social and political equality with whites.

W.E.B. DuBois - believed African Americans needed to take political action to combat racism.

NAACP - National Association for the Advancement of Colored People.

The Great Migration - Massive movement of Afr. Americans to northern cities

Chicago Race Riot 1919 - Riot that ensued when white citizens killed a black teen - mass violence

Redlining - Residential neighborhoods disallowing black citizens from living in them to prevent the decrease of property values

Sources : [Link 2](#)

Economic History

Progressive Goals

Broad: Social Welfare and Economic Reform

Specific: Graduated income tax, lower tariffs, minimum wage, labor safety laws, stop trusts

Accomplishment - Legislation/Reforms Passed

Nationally graduated income tax, tariffs cut, work day length limits, Workmen's compensation, FTC and stronger antitrust legislation established to limit power of big business

Amendments

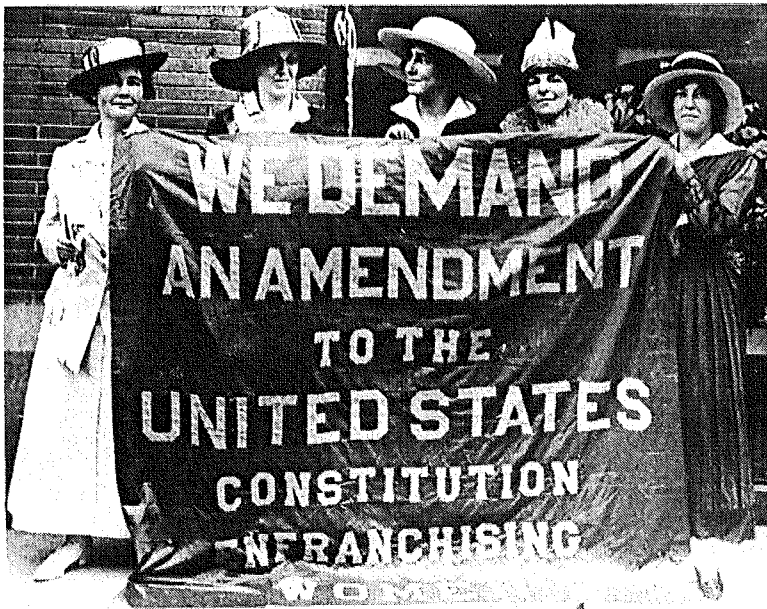
16th: National Income Tax, 17th: Direct Election of Senators

18th: Prohibition, 19th: Female suffrage

Sources: [Link 3](#) [Link 4](#)

Essay Answer

During the Progressive Era, the government met the rights of the people by providing greater political influence to the general populace and also by using legislation to protect middle and lower class workers.



Women's rights activists protesting for the introduction of female suffrage into the Constitution.



A newspaper reporting the horrible violence of the 1919 Chicago riots.

WWI and WWII

The war that ended all wars, followed by another war

Woodrow Wilson was the 28th president of the United States from 1913-1921. Wilson

had the honor of being the commander in chief of the armed forces during World War I. As president he was hesitant to get involved in the war because he believed in the US remaining **isolationist** and staying out of the war and the rest of the world. Uninvolved for the majority of the war, Wilson was forced to declare war due to many factors including the **Zimmerman Telegram** and **Unrestricted submarine warfare**. The Zimmerman Telegram was an intercepted telegram from Germany to Mexico saying they would help to the Mexicans fight against the Americans. Unrestricted submarine warfare, was when Germany said it would resume unrestricted submarine warfare on the United States, they would attack American supply ships with its submarines even if not combatant vessels. (WWI and WWII pp, *Foreign policy unit*)

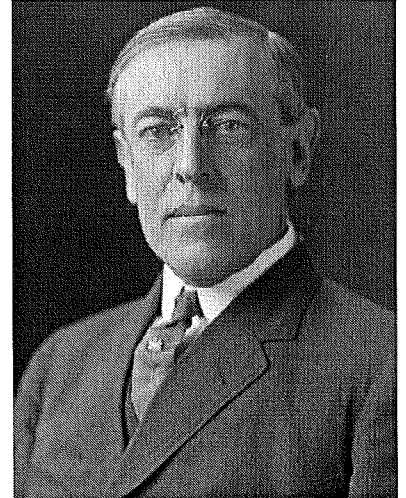
From when the United States entered the war in 1917 through the end in 1918 the US had sent over 4 million soldiers suffering 110 thousand casualties. Two of the units that fought were entirely **African American divisions** the 92nd and 93rd. Of the two the 93rd division saw the most combat loaned out to the French army, where they experienced generally equal treatment with white French soldiers. After a taste of equality, coming home was back to the Jim Crow laws. (WWI and WWII pp, *Quality and Hierarchy unit*)

The **Treaty of Versailles** birthed an international peacekeeping organization known as the League of Nations as well as ended the war between Germany and the Allied powers.

Schneek v United States

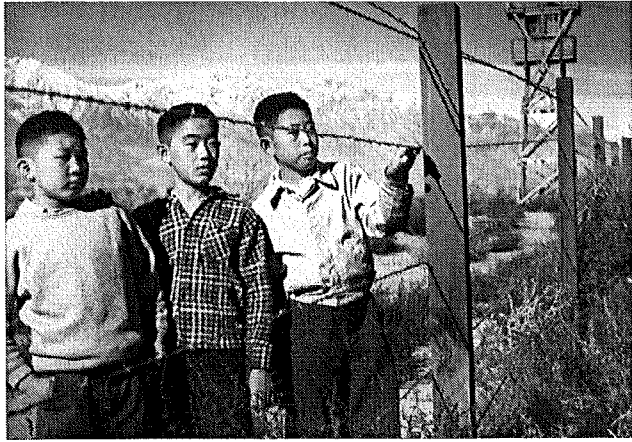
League of Nations. The League of Nations was an International Peacekeeping Organization that had been created by Woodrow Wilson. (9066 to 911, *Democracy and Authority*)

After the so called "war to end all wars", just years later the world was yet again found itself in the midst of another world war. Two months after the attack on Pearl Harbor president FDR signed executive order 9066 which allowed military authorities to create **Japanese internment camps**. After the attacks the US feared Japanese forces and imposed a curfew on "all persons of Japanese ancestry" including those born in the US or who had become citizens. Following the curfew military commanders ordered the removal of people of Japanese ancestry



Woodrow Wilson: the commander and chief
The United States armed forces during WWI
Fought to get his baby: the League of Nations
Passed in congress but ultimately failed.

from California, parts of Washington, Oregon and Arizona. In **Korematsu v. US** A Japanese man named Fred Korematsu was arrested for not complying to the US military and relocating to a Japanese internment camp. He went to court and eventually made it to the supreme court. He claimed that the US's use of executive order 9066 and the act of congress enforcing it was



After the attack on Pearl Harbor in 1941, the United States established, Japanese relocation Camps all across the US for Japanese.

unconstitutional. In a 6-3 vote Korematsu lost under the reasoning that the president has the power under the interest of national security to make such actions. From this ruling the US people saw how this was an unfair use of authority limiting the people. President Harry Truman later lifted the executive order in 1946. All Japanese people were freed and freed internees were given \$25 and a train ticket home. Roughly 112,000 people of Japanese were placed in internment camps

during this time. (WWI and WWII pp, *Democracy and authority unit*)

Has the United States government succeeded in meeting the needs of the people?

Great Depression and New Deal
Cash is King

Democracy and Authority:

Democracy and Authority: Striving for balance(unit 2 class 18)(Democracy+Authority-Progressive era document)

President **Hoover** took office in March 1929. The United States economy was strong with an increasing stock market and low unemployment rate. He even supported the struggling farming industry with \$500,000,000 for equipment and protection from the tariff. In October of 1929, Stock prices began to dip and demands for loans increased. This led to slower business and unemployment began to rise. Congress recognized this problem and created the Reconstruction Finance Corporation to aid large business and restore prosperity with the \$1,500,000,000 they were given. The creation of the RFC demonstrated a **Republican** approach. In 1930, the Democratic party protested the spending decisions made by the **RFC** and by 1932, **Democrats** held a majority of high government positions. A year later, **FDR** was elected into office and the economy was at its lowest. Practically all banks were out of business and local businesses were at a stand still. **FDR** needed to take action quickly and created the “**New Deal**” programs in which he aimed to increase industrial production, increase income for all individuals and raise national security.

Economic History:

Causes of the great depression (unit 4 class 17) (What caused the Great Depression sheet)

Throughout the 1920's multiple different factors all combined resulting in the great depression. These factors include: **Speculation and buying on margin**: People were buying stocks for a short amount of time and then selling them quickly after they went up. **Stock Market Crash**: People began to stop investing in stocks and the market lost \$5 billion over 3 days. **Bank failure**: People stopped needing loans so banks started going out of business. **Overproduction in Agriculture**: Crops dropped in price, farmers lost money.

Alphabet soup programs (unit 4 class 19) (FDR's Three R's)

Between 1933 and 1939 **FDR** created a group of programs as part of the new deal. **FDIC**: The Federal Deposit Insurance Corporation is an independent agency of the United States federal government that protected bank deposits up to \$5,000. Today up to \$250,000. **CCC**: The Civilian Conservation Corps was a public work relief program that provided jobs for single males on conservation projects. For young men ages 17–28. **SEC**: The Securities and Exchange Commission is a government commission created by Congress to supervise the stock market and eliminate dishonest practices. **Social Security Act**: Established a system of old-age benefits for workers, benefits for victims of industrial accidents, unemployment insurance, aid for dependent mothers and children, the blind, and the physically handicapped. **Wagner Act**: Defined unfair labor practices and established the National Labor Relations board (NLRB) to settle disputes between employers and employees.

Support and critique of New Deal (unit 4 class 20)

- Critic (Commager's argument green sheet): the new deal successfully helped the nation to recover from economic collapse by establishing programs that would assist them in the future.

- Support (Flynn's argument yellow sheet): FDR increased the power of the federal government while limiting the people's power ultimately setting the stage for a dictatorial government.

Image 1



Image 1: During the Great Depression, many people lost their jobs, money, and pride. Banks went out of business and inflation was at its highest. This image is a picture of a billboard that explains the large amount of assets that we're lost by hard working men.

Image 2



Image 2: When FDR was elected into office in the early 1930's, the country's economy was at its all time lowest and helpless people turned to the government to solve their problems. FDR had to act quickly and created what's known as the alphabet soup programs. This consisted of the FDIC, the CCC, and the SEC.

During the 1920's, multiple factors contributed together into the worst economic recession in the United States history. During these tough times FDR created the new deal in response to the Great depression to meet the needs of the people. These programs provided housing, employment opportunities, business assistance, farm relief and protection. FDR's plan successfully met the needs of the people through *relief, recovery and reform*.

LBJ/Civil Rights/1960's The Rolling Sixties

Democracy and Authority:

The Warren Court cases were cases judged by the supreme court under Chief Justice Earl Warren that all followed a similar pattern: federal government takes power away from the states to help the people. **Mapp v. Ohio** was one of these cases in which a woman was arrested after police searched her house without a warrant and found something that they were not their to find. The court's ruling said that the police could use illegally obtained evidence against someone ultimately taking away the state's power but giving people more rights. **Gideon v. Wainwright** was when a man was convicted of stealing and had to be his own lawyer because he could not afford one. The Supreme Court ruled that everyone had the right to a lawyer supporting the 6th amendment right to a fair trial and again undermining the state's power. **Miranda v. Arizona** was when a man was convicted of crimes and forced to sign a confession. The Supreme Court created the Miranda rights which had to be read to and followed for every arrest giving more rights to people who have been convicted of a crime. **Tinker v. Des Moines** was when students at a public school wore armbands to protest the Vietnam War even though the school had banned the protests and the students were suspended for refusing to take off the armbands. The Supreme Court ruled that the students had freedom of speech giving more rights to students by taking away states rights to make some rules in their schools. All of these court cases differ from previous ones as they all strengthen the federal power of the states.

The Great Society was a set of Government programs introduce by Lyndon B. Johnson in 1964-65 its purpose was to eliminate poverty and racial injustice. **The philosophy of the Great Society** was that the Federal Government was providing a hand up instead of a handout. By doing so LBJ made the Federal Government bigger to provide for the needs of its citizens. LBJ's goal was to ultimately **create more democracy by assisting with the underprivileged**. LBJ completely revolutionised the role of the Federal Government compared to previous years which most presidents believed Government intervention in the lives of its citizens was not necessary since it took away their right to freedom and Government intervention isn't what our founding fathers would want.

Found at: Unit 2, 12/7 and 12/8 (warren court pdf); Unit 4, class 16,18, and 20

Equality and Hierarchy:

Boston Busing was when the court system forced Boston Public schools were forced to desegregate public schools through busing to other schools to receive better education. **Brown V. Board of EDU** Declared that separate educational facilities are unequal the decision helped to put a stop to segregation, and provided a spark to the American civil rights movement.

Found at: Unit 3, Classes 25, 26

Foreign Policy:

The Truman Doctrine supported America fighting to prevent countries from falling to communism. Truman wanted to contain communism as if one country fell, the others would follow. **The Vietnam War** was a proxy war during the Cold War. America gave financial aid to France in order for France to reclaim Vietnam. However, when France was defeated by the Vietminh peace treaty was made in Geneva witch split Vietnam into the communist North Vietnam--led by Ho Chi Minh--and the non-communist South Vietnam--led by the American supported Ngo Dinh Diem. Diem's religious intolerance towards Buddhists and treatment of the poor led to the rise of the Vietcong. American troops fought against

the Vietcong and Vietnamh.
Found at: Unit 5, Class 9

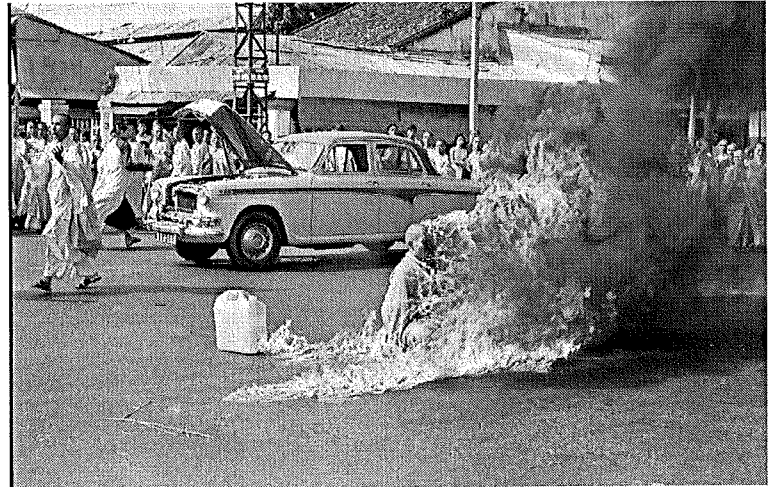
Economic History:

Lyndon B. Johnson's Great Society aimed to create more economic equality for the impoverished. In 1964 the **Office of Economic Opportunity** was formed to assist with education, employment, and training programs for the poor. He also created **food stamp** programs give the impoverished better nutrition. Education was one of the biggest targets of the Great Society, which LBJ targeted with the **Elementary and Secondary Education Act**. This act allowed the government to help local school districts with low income families. Another act that targeted education was the **Higher Education Act** that was passed in 1965. This act gave government scholarships and loans to underprivileged students who desired to go to college. The Great Society also brought about **Medicare** and **Medicaid** which gave health care to the elderly and low-income families. These programs all cost billions of dollars.

Found at: Unit 4, Class 18 and 20



This is a picture of South Boston residents protesting forced bussing.



This is a picture of a monk who has set himself on fire to protest religious intolerance of the US supported Diem

The government succeeded in meeting the needs of the American people by increasing federal power to defend individuals rights and create equality for the underprivileged during the Great Society with the exception of the Vietnam War.

1970's, 1980's, 1990's
Failed Attempts at Restoration

Democracy and Authority	Equality and Hierarchy	Economic History
<p>Nixon- Silent Majority: (Democracy and Authority Wednesday 12/16 Overview of Conservative Rule packet) -Silent Majority consists of middle class whites. Nixon was voted President mostly due to the fact that he was appealing to the Silent Majority. He recognized that they were the largest class and had a large political sway. They had the power to have the deciding votes for elections. Nixon wanted to focus on the middle class as a way of separating himself from other Presidents because most everyone else was focused on minorities and the rich so he wanted the middle class to feel acknowledged and cared for.</p> <p>Reagan: (Democracy and Authority Wednesday 12/16 Overview of Conservative Rule packet) Reagan Address was the State of the Union Speech in 1988 in which he states that one of the greatest contributions that the US can make to the world is promoting freedom as the key to economic growth. Having a creative and a competitive US can change the world instead of wars. "Protectionism is destructionism"-- future of US depends on open, free, and fair trading.</p>	<p>Mass Incarceration and New Jim Crow: High crime rates were seen beginning in the 1960's due to an increase rate of drug crimes. Many of the criminals were black. A reason linked to this is that many black people were located in low-income cities in which they had no means of obtaining enough money to provide for their families. This led them to begin selling drugs to obtain a lot of money fast, however many of them were caught by cops, leading to them being incarcerated. The police typically go to lower socioeconomic neighborhoods to check for illegal activities, which is where many black people live due to red lining that happened in the 1950's. Regan was the head on this "War on Drugs". (Classes- 22-23, 28 Worksheets-New Jim Crow Reading Questions Mass Incarceration as a Form of Racialized Social Control Michelle Alexander on the War on Drugs and the Politics Behind It)</p>	<p>Basic overview of economy 1970's-1980's: The 1970's and 80's was a time of inflation and recession. There was very slow economic growth and a gradual decline of manufacturing. There was also growing global competition. (Class 23, Economic Policies 1970-1980's Packet, Ford, Carter and Economic Malaise Crash Course) Policies of Nixon: (1969-1974) Increased federal budget deficits and devalued the dollar in an attempt to stimulate the economy and to make american goods more competitive overseas. He imposed a 90-day wage and price freeze that was effective during the freeze, but once the freeze was over, inflation continued to climb. Nixon's fix was temporary. (Class 24, 1970 + 1980 Economic Policy) Policies of Ford: (1974-1977) Lightened money supply by raising interest rates and limited government spending. There were many price and wage guidelines and they were not effective. Unemployment increased. (Class 24, 1970 + 1980 Economic Policy) Policies of Carter: (1977-1981) Had an ambitious spending program and called for the federal reserve to expand the money supply. Inflation and unemployment continued to increase. Carter also administered deregulation, which negatively</p>

Rightward Bound article--

Republicans dealing with

Oil Crisis:(Class 12/11

Rightward Bound article)

-end of post WW2 prosperity

-everyone wanted big and fancy cars that used a lot of gas.

-During the Arab boycott (1973-74), the Organization of Petroleum Exporting Countries (OPEC) cut oil shipments to US and raised prices a lot.

-Prices at actual gas pumps ended up tripling

-Second Oil shock in wake of Iranian Revolution

-conservatives who came to power under Nixon, understood the challenge was to make the crisis of oil into a crisis of governance-- they ad to find a way to discredit government activism and to renew faith in the free market.

-in the face of a crisis, conservatives fought liberalism from inside the corridors of power.

impacted rural towns. (Class 24, 1970 + 1980 Economic Policy)

Policies of Reagan: (1981-1989)

Reagan rebuilt the nation's defense and restored economic growth. He trimmed the size of the federal government and cut taxes. He also created trickle down economics by allowing wealthy to keep more of their money (lowered taxes). In turn, wealthy people would invest in businesses and the businesses could pay their employees more. The money would trickle down to lower income families and individuals. (Class 24, 1970 + 1980 Economic Policy)

Claim: In the 1970's-90's while the government tried to provide economic relief by lowering taxes and regulating economics, focus was taken off of equality and an increase of racism was seen with the implications of mass incarceration.